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ENG 1001G-001-017-032-065: Composition and Language

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ENGLISH 1001-G, COURSE GUIDELINES

English 1001-G, Fall 2004
Instructor: Tammy Veach
Office: Coleman Hall 3055
Office Phone: 581-6295 E-mail: cftfv@eiu.edu
Office Hours: 9 – 10:00 MWF, 3 – 3:30 TR and by appt.

Texts: Kennedy, Kennedy, & Holladay, *The Bedford Guide*, 6th Ed.
Kennedy, *The Bedford Reader*, 8th Ed.
Fulwiler and Hayakawa, *The Blair Handbook*
Merriem Webster Collegiate Dictionary
Harnack & ..., *Online!: A Ref. Guide to Using Internet Sources*

COURSE DESCRIPTION AND OBJECTIVES: *What* to say when we write and the *way* to say it will be our main concerns this semester. The written word has the potential to inspire, persuade, instruct, entertain; to engage both our passions and our intellect; literally, to unite or divide entire nations. We will explore the purposes and the power of written language this semester as we strive to develop critical reading, drafting, revision, and editing skills, as well as a more diverse cultural perspective. Although we'll talk about writing, mostly we'll write – and write and write – sometimes for a grade, sometimes not. But writing will be a regular occurrence in this class. Ultimately, this course will encourage you to develop a critical eye, independent thoughts, and an individual voice for your writing.

SPECIAL INFORMATION REGARDING ENG 1001-G: ENG 1001-G is a writing-centered course. Students enrolled must have scored at least 15 or higher on the English section of the ACT (13 or higher on the old test). See me immediately if you scored below that value or if you have no ACT score on file with the University. As a graduation requirement, all freshmen must submit a revised essay from either this course or ENG 1002 to be included in their Electronic Writing Portfolios. Reminders and deadlines for this assignment appear on your syllabus.

ATTENDANCE, MAKE-UP, AND LATE WORK: If you miss class, it is your responsibility to find out what we did that day; illnesses or emergencies do not exempt you from class obligations. Our syllabus is merely tentative, so check with me to see if any changes were made in your absence. Your regular attendance is important – quite frankly, due to the interactive nature of this course, much of what we do simply can't be replicated, even for those with excused absences. Attendance is recorded at the start of every class, and **unexcused absences will substantially hurt your grade**, especially in the following ways:

- In-class work (essays, quizzes, writing exercises, etc.) can be made up only if your absence is excused.
- Any work turned in late (for any reason except an excused absence) is graded down one letter grade for each day it's late.
- Part of your final grade is based upon in-class work: a presentation, writing exercises, contributions to discussion, peer evaluation, and other in-class activities. If you're not here, you can't participate, and your semester grade will suffer!

Other important policies and information regarding attendance/ make-up work/ late work:

- Excused absences are granted only for **serious and verifiable** reasons (e.g. illnesses documented with a doctor's note, inclement weather for commuters, documented death in the family, etc.) – **NOT** for matters of personal convenience such as travel arrangements, appointments, extra-curricular activities (intramural sports, departmental club meetings, fraternity or sorority activities, etc.), job interviews, oversleeping, and so forth, **nor for illnesses or emergencies that I'm unable to verify**. Health Services will not provide you with a blanket excuse for missing class – walk-out statements will include the reason for your visit and a special notation if it is deemed that you were there merely to get a note for class.
- Work to be missed due to participation in an **Official University function must be completed before your absence**. Be sure to notify and/or remind me in advance of your absence **to allow time to complete assignments before you leave**.
- Absences on assignment due dates, test dates, or conference dates will require strong verification before make-up privileges will be granted or before late penalties will be waived.
- **No assignments will be accepted more than one week after the due date**; a grade of "zero" will be recorded.

INFORMATION FOR STUDENTS WITH DISABILITIES: Contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations. Please let me know, too, and realize that I can be of greater assistance to you if I am made aware of your disability early in the semester.

GRADING: English department standards will be used to determine grades on all written work. These are rather stringent guidelines, evaluating not only the quality and development of your ideas, but also your writing style, method of organization, ability to avoid grammatical mistakes, etc. You will be graded on a variety of activities including essays, homework, quizzes, writing exercises, and participation, but the quality of your writing will be the primary determinant of your grade in this class. In calculating your semester grade, I use a 90-80-70 scale. I anticipate assigning activities totaling 1,000 points for the semester, thus 900-1,000 for an A, 800-899 for a B, and 700-799 for a C. (For a variety of reasons I do not round off grades; for example, 799 points or 79.9%, still equals a C). If I make any changes to the point totals (for example, adding extra essays or quizzes if needed), you will be forewarned, but such changes will affect the point totals listed above; however, I will still grade on a 90-80-70 scale. English 1001-G is graded on an A, B, C, and NC (no credit) basis, **so you must earn 70% (tentatively, 700 points) to pass this class**.

TEACHER COMMENTS: You will receive detailed comments from me on all major writing assignments, comments that not only explain the grade you received, but which are designed to help you improve as a writer by pointing out what worked well in your essay as well as areas needing improvement. These comments are of no value, however, if you fail to read, analyze, and apply them to your work! Be sure to discuss the comments with me if you have any questions. You should also be aware that I will not serve as your personal editor, correcting your grammatical errors and stylistic problems for you, nor will I point out every possible problem in your essay but only representative examples of the most serious problems; I expect you to identify the problem elsewhere in your work and to learn to correct it by studying your *Blair Handbook*, consulting me, or working with tutors in the Writing Center.

TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- **Essays, 700 points** – You are required to submit all work on your essays, from beginning to end – notes, brainstorming, rough drafts (save/print a copy of each rough draft, before new revisions), and final draft
 - Essay 1, Narrative, minimum of 750 words, 100 points
 - Essay 2, Response to movie, minimum of 750 words, 100 points
 - Essay 3, Revision of your choice of essays 1 and 2, 200 points – and must be submitted to your EWP
 - Essay 4, Persuasion; research/documentation required; 2,000 – 2,500 words, 300 points; conferences required
- **Collaborative Portfolio Project and Presentation on “Good Writing”, 150 points** – Group compilation of a portfolio of well-written material, written responses to that material, and a brief (5 -8 minute) group oral presentation on the subject.
- **Test on Grammar, Mechanics, and Usage, 50 points**
- **Daily Grade – participation, discussion, in-class writing, peer evaluation response paragraphs, conference –100 points:** Your participation in this class on a day-to-day basis is crucial—you must show up and you must participate in class activities – BOTH factors will weigh heavily in determining your daily grade. (Participation, by the way, means much more than just showing up and sitting silently!) Other factors in determining your participation grade include completing all homework and other assignments; having a positive attitude; being punctual, prepared for, and attentive during class and conferences; and treating your classmates and teacher with respect.

CONFERENCES: We'll have mandatory conferences for essay 4, during which we will discuss your rough draft of this assignment and any other questions you may have, but I encourage you to come by any time that you have a question or problem – that's what I'm here for! And the sooner I know of any difficulties you're having, the greater the help I can provide – waiting until a couple of days before an assignment is due or until the last few weeks of the semester to seek help isn't allowing yourself time to work and improve. If my office hours don't fit your schedule, we can arrange a conference at a mutually-convenient time.

A QUICK NOTE ON RESEARCH: In order to pass this class, you must write an essay in which you incorporate material from outside sources (Essay #4). We will review research methods and MLA parenthetical documentation, but that won't be enough if research writing is new to or difficult for you, so see me *immediately* if 1) you've never written a research paper, 2) you've never used MLA parenthetical documentation, or 3) you've had problems (esp. w/ documentation or plagiarism) on previous research assignments – you'll need to allow time for extra conferences and instruction outside of class for this assignment.

EMAIL/VOICE MAIL: While I don't give out my unlisted home phone number, I do encourage you to contact me, either by email or by phoning my office #. (If I'm not in to take your call, leave a voice-mail message INCLUDING YOUR PHONE NUMBER, and I'll get back to you as soon as possible. If my officemate answers, simply ask to leave me a voice-mail; otherwise, she'll dutifully take your message, but I won't receive it until I return to the office.) I usually pick up voice mail messages two or three times per week and email several times a day, so email is the preferred method of communication if you need a more timely response.

A NOTE FOR COMPUTER SECTIONS (those that meet in rooms 3120, 3130, 3140, and 3210 – referred to as the ETIC, English Technology Integrated Classrooms): Some of the writing for this class will be performed on the new computers in the lab. These computers do not have floppy drives for saving your work (floppies are, alas, becoming antiquated). In order to save any work performed in the lab, you will need to purchase a “thumb drive” (portable storage) or save your work to our class folder, which can be retrieved anywhere you have web access to EIU. (More details on this in class.) Because there are numerous other classes needing access to the lab, we will alternate our time between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130). Please consult your syllabus for each day's room assignment. The technology we have available to us will enhance our class dramatically, but our emphasis will be upon developing your writing skills, not on enhancing your computer expertise. (We will, however, cover such computer “basics” as using Microsoft Word, saving or copying assignments and essays, converting files, using the Internet as a research tool, etc.) I'll warn you, too, that the system is not perfect; we will need to be patient and flexible when dealing with these unavoidable glitches. Some proactive steps you can take include saving your work frequently, creating at least one back-up file for every document you write, storing all of your work in Rich Text Format (so it can be accessible on computers with different word-processing programs), and storing a copy of your essays and other writing in the “Work” folder for our section (I'll explain how to do this).

A note on computer etiquette: The computers (and printers) in the ETIC are to be used only for your work in this class and only when I've instructed you to do so. You will be asked to leave if you use the computer at unauthorized times, for purposes other than our work in this class (e-mail, surfing the Internet, researching a topic or doing an assignment for another class, etc.), or for offensive purposes (e.g. visiting racist, sexist, or pornographic sites). And because of the English department's limited budget, **you are not allowed to print long documents (more than just a couple of pages) or even several short ones in the ETIC** – such documents should instead be saved to "thumb drive" or saved to our class folder and printed at the library, another campus lab, or using your own printer.

ENGLISH DEPARTMENT'S POLICY ON PLAGIARISM:

Any teacher who discovers an act of plagiarism – 'the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*) – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

MORE ON PLAGIARISM, ACADEMIC DISHONESTY, AND SEEKING APPROPRIATE HELP WITH YOUR WRITING: Plagiarism means taking the words or ideas or efforts of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate such material, you must cite in parentheses each author (or editor, or key word from the title if no author or editor can be determined) and page # – after any sentences that include this material (and you'll need to include a Works Cited page with complete bibliographic information). **If you use both ideas and wording from a source it's not enough just to cite author and page #: you must also use quotation marks** around all words, phrases, or sentences taken from this source; failure to both cite and use quotation marks around "borrowed" language is plagiarism! If you have any questions about incorporating/citing source material, please see me **BEFORE** the assignment is due. And you even when you're not using outside sources, you must still be sure that all of the work is your own. If you have problems with your writing, you need to develop the skills necessary to overcome those problems, and I'm here to help you do that, but it won't happen magically or effortlessly or overnight. However, even though it takes hard work and is often a slow process, it's a far better choice than cheating. Please note that the F gained through academic dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. And by working hard, you might find yourself raising your skill level and grade to the C level – or even higher! – the honest way!

Acceptable help with your writing: consulting with me; heeding the advice of your peer evaluation group, who will respond to your work following a set of restrictions explained in class; seeking tutoring from the English dept. graduate assistants in the Writing Center (Coleman Hall 3110), who will help you with your writing, but without doing the work for you (tutoring, not proofreading).

Unacceptable help with your writing: the obvious shortcuts – having anyone proofread, edit, or polish your work; having anyone else write, rewrite, or correct any portion of your essay; taking anyone else's ideas and/or words and/or efforts and passing them off as your own; submitting an essay in which all or any portion thereof has come from a fraternity or sorority file or anyone else's essay, from an Internet site, term paper company, *Cliff's Notes*, *Masterplots*, *Versity.com*, *Pinkmonkey.com*, or any other "cheater" source. Remember: I enforce my department's plagiarism policy to the fullest.

*I wish each of you the best of luck this semester – and am happy to point out that only the few of you who refuse to do the necessary work for this class will be affected by most of these policies. For the rest of you – together we will work hard, but I hope we'll also have fun along the way. I hope not only to challenge you this semester, but also to encourage you, to inspire you, and to delight in your success. Welcome to my class – and I hope you'll soon feel that it's **our** class. I'm looking forward to a great semester!*

ENG 1001-G, Veach, Fall 2004
Tentative Syllabus – ENG 1001, Section 065: 3:30 – 4:45 TR, CH 3609

(Abbreviations of texts used on this syllabus: BG = *Bedford Guide*, BR = *Bedford Reader*, BH = *The Blair Handbook*, H = handout)

Reminders:

- Complete all reading assignments **before** class on the dates indicated.
- Only bring the text book(s) indicated for a particular day.
- The activities listed are ones we will do in class that day

August

- T 24 Intro to course and policies; writing sample
 R 26 Discuss English Dept. grading standards (H); Review the writing process; review parts of the essay; thesis; intro/concl methods, paragraph writing and moving away from 5 paragraph theme. Homework for Tuesday: Audience awareness activity (assignment given in class on Friday)
- T 31 Narrative assignment given: Read background information (BG 35-50); audience, purpose, and tone; paragraphing and topic sentences

September

- R 2 Making your story vivid and memorable – “Home Invasion – Versions 1 and 2” (H); Maya Angelou's “Champion of the World” (BR 86 - 90)
- T 7 sentence combining and variety; adding details; grammar review
 R 9 Bring 3 copies of your completed rough draft to class – work on narratives in peer evaluation groups; Due end of class: a written response from each of you – compare/contrast the best essay in your group to your own essay (or if you thought yours was best, compare/contrast it to the one you thought was worst in your group)
- T 14 **Essay # 1 Due!!!** Essay # 2 assigned and explained; Begin watching movie *Pay It Forward*
 R 16 Finish movie.
- T 21 Sample essay discussed; brainstorm about Essay # 2
 R 23 Writing workshop: errors and problems from essay # 1 discussed; more grammar review
- T 28 NO CLASS – *Pay It Forward* is on reserve in library; view any segments you missed
 R 30 **Essay # 2 due at end of class today!!!** Discuss sentence combining and variety; vivid writing – “A Lot of Got” (H); common grammatical errors

October

- T 5 Discuss “good” writing and what makes it good – bring to class a sample of good writing that you've discovered, along with a paragraph explaining why you think it's good; review of common problems in grammar, style, and mechanics; more grammar review
 R 7 Grammar and usage test; Essay # 3 (revision) assigned; revision check-list and strategies discussed
- T 12 Discuss Essay # 2 (what worked/what didn't); In-class writing: self evaluation (details given in class); due end of class
 R 14 Peer evaluation of revision essay – bring 3 copies to class; EWP submission instructions

October (cont'd)

- T 19 **Essay #3 due!** Background on persuasive writing – (BG 22 – 30 and 117 – 137); sample persuasive essay
R 21 Background on research writing: choosing and narrowing the topic; searching for and evaluating sources (BH 155 – 188; 195 – 202; 213- 223); note-taking; integrating info from sources; controlling sources (BH 189 – 194; 228 - 240)
- T 26 quoting, paraphrasing, and avoiding plagiarism (BH 241 – 244, H); plagiarism quiz; note check
R 28 NO CLASS – library research day

November

- T 2 Logical fallacies in persuasion; making your argument strong; strong persuasive writing – bring a sample to share
R 4 in-class debate; sample persuasive essay using outside sources
- T 9 No Class – conferences on persuasive writing (in my office – Coleman 3055) – be sure you have signed up for a time and to bring the following to conference: outline of argument, a segment of body (not intro or conclusion) of your essay that incorporates outside sources (bring a photocopy, printout, or the actual source itself of all the cited materials in your segment of rough draft), list of your sources in MLA format; examples in which you've quoted source material directly, and in which you've summarized or paraphrased source material – and bring those sources!; any questions you have
R 11 Conferences, continued
- T 16 “ “
R 18 “ “
F 19 Available 9 – 10 a.m. in my office for those with lingering questions before leaving for Thanksgiving break
- T 23, R 25 **Thanksgiving Recess – No Classes!!!!!!**
- T 30 **Essay # 4 (Persuasion/ Research) due at start of class!** Group portfolio/presentation assigned – What is Good Writing? In-class work on group project – groups assigned, strategies discussed, workload divided

December

- R 2 In-class work on project/ presentation
- T 7 “ “
R 9 Last class session; **Projects presented in class; Written portion of project due**

Reminder: No final exam in ENG 1001G; during exam week check late in the week for status of portfolio/ presentation grading